


Year 9		English	Maths	Science	Art, Design and Technology	Performing Arts	Computer Science	Humanities	PE	MFL
 <p><b>Intent</b> What students will cover / style of task</p>	<p><b>Week 1</b></p>	<p>Love and Hate: Assessment preparation / assessment based on comparison of two poems</p>	<p>Foundation: Rounding</p> <p>Higher: Properties of polygons</p>	<p>9.4.3 Investigating photosynthesis Carry out and record observations for an experiment to test for the presence of starch in a leaf.</p>	<p>RM: Research and complete a task centred around CAD CAM uses with more in-depth questioning from year 8</p>	<p>Drama: To be able to embody the main characters from the play using drama skills and information about the characters- focusing on the death scene of the characters in Blood Brothers</p> <p>Music: Listening 'Mercy' by Duffy How is this pop piece influenced by the Blues? Completion of features and comparison grid If you have an instrument at home, start experimenting with a walking bass line</p>	<p>Binary: How to convert between binary-&gt;denary, denary-&gt; binary</p>	<p>Geography: Dark Tourism – Chernobyl disaster</p> <p>History: Kristallnacht</p> <p>RS: Continuation of the SOW focused on Business ethics and Crime and punishment – lesson focus is Introduction to Crime and Punishment.</p>	<p>HIIT Workout video with Mr Unsworth</p> <p>HIIT workout Worksheet/Planning own workout</p>	<p>SPANISH: Describing teachers. Students should be able to describe teachers with correct adjectival agreements, and using comparatives and superlative structures.</p> <p>Vocabulary in box 9.5 in knowledge organiser.</p> <p>FRENCH: Holiday activities. Students are learning how to say what they did on holiday and express opinions on these activities.</p> <p>9.6 in knowledge organiser</p>
		<p>Power and Conflict: Analysis and comparison of rhetorical devices in Malcolm X and MLK speeches</p>		<p>7.4.2 Recycling Suggest ways in which changes in behaviour and the use of alternative materials may limit the consumption of natural resources</p>	<p>ART: (DISTORTED PORTRAITS) scale up portraits, identifying Light/ medium TONES, exploring OIL PASTEL techniques. using knowledge of COLOUR WHEEL</p> <p>FOOD: PowerPoint of visual recipes/video clips. Tasks set on google slides to complete.</p>					

					Optional practical activity at home under supervision.					
					GRAPHICS: Use the internet to find out how a typical item of packaging is made and present your findings.					
					TEXTILES: Remote learning. Development of design ideas.					
					ART: BRITISH IDENTITY) Refer to feedback to improve drawing. Refine shapes and build tones.					
	<b>Week 2</b>	Love and Hate: Assessment preparation / assessment based on comparison of two poems	Foundation: Use of symbols  Higher: Use of symbols	9.4.4 Plant minerals Explain deficiency symptoms in plants.  Chapter 7 end of topic test	RM: Reading article + quiz on GC  ART: (DISTORTED PORTRAITS) Students demonstrate	Drama: To be able to embody the main characters from the play using drama skills and information about the	Logic Gates: What the different logic gates are and how to complete truth tables	Geography: Dark Tourism – Nuclear vs Alternative energy	PE Term 1 Vocabulary Research Task	SPANISH: School rules. Students are learning how to describe the rules in school using (no) se debe + infinitive. Students should

		Power and Conflict: Analysis and comparison of rhetorical devices in Malcolm X and MLK speeches			<p>how to blend colours and use <u>directional marks</u> to create <u>forms</u> and <u>textures</u>.</p> <p>FOOD: PowerPoint of visual recipes/video clips. Tasks set on google slides to complete. Optional practical activity at home under supervision.</p> <p>GRAPHICS: Use video link from live lesson to present information on how line is used in Graphics.</p> <p>TEXTILES: Live lesson. Present final designs with written evaluation.</p> <p>ART: (BRITISH IDENTITY) Mind map</p>	<p>characters – focusing on creating monologues for the either Mickey or Eddie</p> <p>Music: Listening activity: ‘Blue Suede Shoes’ by Elvis and ‘Johnny be Good’ by Little Richard These are both Rock n Roll songs – how are they influenced by the Blues? If you have an instrument at home, develop an improvisation to go over the chord structure</p>		<p>History: Jews in Poland/Wannsee conference</p> <p>RS: Continuation of the SOW focused on Business ethics and Crime and punishment – lesson focus is Christian views to Crime and Punishment.</p>	<p>also be able to express opinions on the rules.</p> <p>Vocabulary in box 9.6 &amp; 9.7 in knowledge organiser.</p> <p>FRENCH: The perfect tense with DR MRS VANDETRAMP verbs. Students will learn which verbs use ‘etre’ in the past tense and how to make past participles agree.</p> <p>9.7 in knowledge organiser</p>
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				ideas for composition. Develop compositions using pattern, illustrations/ typography in the style of Teesha Moore					
<b>Implementation</b> How content will be set	Instructions will be shared via Show My Homework and Google Classroom. All work set and links to any other subject related online learning platforms will be submitted via Google Classroom.								
<b>Impact</b> How/when content completion will be monitored	Reading homework  KO Quiz  Teacher assessment of extended analysis  Staff will monitor completion of tasks on Google Classroom	Assessment during Google Meet lessons  MathsWatch assignments monitored by the class teacher	Knowledge Organisers  Staff will monitor completion of tasks on Google Classroom  Reading homework  <i>*Lesson order may vary depending on classes with multiple science teachers</i>	Knowledge Organisers  KO Test/ Quizzes  Teacher Assessment  Project Assessment  End of Unit Assessment	Reading homework  KO test  Google classroom	Content will be completed weekly upon google classroom and can be viewed in real time via teacher.	Content will be completed weekly on google classroom with lessons scheduled on SMHW Reading homework will also be on google classroom	Completion and submission of work on Google Classroom.  Application of learning to practical lessons in the future.	Work will be completed and submitted via Google Classroom.  Assessment using Google Forms/ Kahoot during live lessons.  Self-assessment of activities on Google Doc during live lessons.  Vocab learning monitored via Quizlet.

